

SURVEY OF SCHOOL DISTRICT SUPERINTENDENTS

School district name and number: _____

Survey completed by: _____

Instructions: On questions 1A through 16H below, please select one response per question. Many of these questions request you to express your opinion. Questions 17 and 18 invite you to offer comments on NCLB. You may wish to consult with other district staff to provide your answers.

Some questions mention student “subgroups,” a reference to the subgroups identified in the NCLB Act. These subgroups include: (1) American Indian/Native Alaskan, (2) Asian/Pacific Islander, (3) Hispanic, (4) Black (not of Hispanic origin), (5) White (not of Hispanic origin), (6) limited-English proficiency students, (7) special education students, and (8) students eligible for free and reduced price meals.

1. It is appropriate for schools and school districts to:

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
A. Measure the academic performance of their students.	104	75.9	30	21.9	2	1.5	0	0.0	1	0.7	0	0.0
B. Publicly report on the academic performance of their students, in aggregate.	52	38.0	66	48.2	12	8.8	3	2.2	3	2.2	1	0.7
C. Develop plans to improve the performance of student subgroups that are under-achieving academically.	62	45.3	64	46.7	7	5.1	1	0.7	3	2.2	0	0.0
D. Hold all racial/ethnic student subgroups to the same standards of academic “proficiency.”	32	23.4	56	40.9	16	11.7	21	15.3	9	6.6	3	2.2
E. Hold special education students to the same standards of academic “proficiency” as other students.	1	0.7	0	0.0	6	4.4	50	36.5	78	56.9	2	1.5
F. Hold limited-English students to the same standards of academic “proficiency” as other students.	6	4.4	22	16.1	14	10.2	47	34.3	43	31.4	5	3.6
G. Hold free and reduced-price lunch students to the same standards of academic “proficiency” as other students.	26	19.0	75	54.7	14	10.2	14	10.2	6	4.4	2	1.5

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2. It is appropriate for national policy to:

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
A. Have a goal that all children will achieve “proficiency” on statewide reading, math, and science assessments by the 2013-14 school year.	8	5.8	31	22.6	17	12.4	43	31.4	38	27.7	0	0.0
B. Have a goal that all teachers will be “highly qualified” by the 2005-06 school year.	16	11.7	64	46.7	17	12.4	28	20.4	12	8.8	0	0.0
C. Specify key elements that must be included in states’ educational accountability systems.	9	6.6	69	50.4	28	20.4	15	10.9	15	10.9	1	0.7

3. Annual student reading and math assessments, which are required by the No Child Left Behind (NCLB) Act for grades 3 through 8, are a necessary component of an effective accountability system.

Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		No Response	
#	%	#	%	#	%	#	%	#	%	#	%
16	11.7	82	59.9	19	13.9	14	10.2	6	4.4	0	0.0

4. The South Dakota Department of Education has provided my district with sufficient guidance and information as we have started implementing the NCLB Act.

Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		No Response	
#	%	#	%	#	%	#	%	#	%	#	%
17	12.4	81	59.1	29	21.2	6	4.4	4	2.9	0	0.0

5. Schools should face consequences such as mandatory school choice, supplemental services, corrective actions, or restructuring if there is persistent failure to make adequate yearly progress (as presently defined) by:

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
A. At least one racial/ethnic subgroup.	3	2.2	12	8.8	15	10.9	60	43.8	44	32.1	3	2.2
B. The special education subgroup.	1	0.7	1	0.7	6	4.4	48	35.0	80	58.4	1	0.7
C. The limited-English proficiency subgroup.	2	1.5	6	4.4	14	10.2	56	40.9	57	41.6	2	1.5
D. The free/reduced price lunch subgroup.	5	3.6	28	20.4	15	10.9	50	36.5	36	26.3	3	2.2

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6. The State's assessment, Dakota STEP (State Test of Educational Progress):

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
A. Provides a sound basis for evaluating the academic performance of school districts and schools.	4	2.9	74	54.0	37	27.0	15	10.9	5	3.6	2	1.5
B. Helps teachers understand the specific academic needs of individual students.	8	5.8	86	62.8	25	18.2	15	10.9	2	1.5	1	0.7

7. The educational benefits resulting from implementation of the NCLB Act will, on balance, outweigh any adverse impacts that the act will have on my district.

Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		No Response	
#	%	#	%	#	%	#	%	#	%	#	%
2	1.5	25	18.2	44	32.1	41	29.9	22	16.1	3	2.2

8. New federal revenues that my district will receive under the No Child Left Behind Act will be sufficient to cover the cost of any new spending that the act will require my district to undertake.

Very Likely		Likely		Unlikely		Very Unlikely		Don't Know		No Response	
#	%	#	%	#	%	#	%	#	%	#	%
2	1.5	7	5.1	39	28.5	78	56.9	10	7.3	1	0.7

9. To ensure that my district, its schools, and student subgroups make "adequate yearly progress" under the NCLB Act, my district will increase its overall spending level (beyond inflation-related increases):

	Very Likely		Likely		Unlikely		Very Unlikely		Don't Know		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
A. During the next two years	30	21.9	52	38.0	26	19.0	22	16.1	2	1.5	5	3.6
B. During the next five years	33	24.1	47	34.3	20	14.6	18	13.1	13	9.5	6	4.4
C. During the next ten years	33	24.1	47	34.3	19	13.9	17	12.4	15	10.9	6	4.4

10. By 2005-06, all teachers in my district will be "highly qualified," as defined by the South Dakota Department of Education.

Very Likely		Likely		Unlikely		Very Unlikely		Don't Know		No Response	
#	%	#	%	#	%	#	%	#	%	#	%
51	37.2	57	41.6	22	16.1	3	2.2	3	2.2	1	0.7

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11. By 2013-14, all students in my district will achieve reading, math, and science “proficiency,” as defined by the South Dakota Department of Education.

Very Likely		Likely		Unlikely		Very Unlikely		Don't Know		No Response	
#	%	#	%	#	%	#	%	#	%	#	%
4	2.9	13	9.6	47	34.6	64	47.1	6	4.4	2	1.5

12. So far, activities that my school district has undertaken to fulfill new requirements of the NCLB Act have been paid for primarily through: (Check one)

#	%	
25	22.5	a. Spending reductions or reallocations of non federal funds
40	36.0	b. Allowable reallocations from other federal programs
12	10.8	c. Increases in my district's federal revenues
2	1.8	d. Increases in my district's state revenues
8	7.2	e. Increases in my district's local revenues
12	10.8	f. Other (Please specify): _____
5	4.5	g. Don't know
7	6.3	No response

13. During the next two years, activities that my school district will undertake to fulfill new requirements of the NCLB Act will be paid for primarily through: (Check one)

#	%	
57	47.1	a. Spending reductions or reallocations
15	12.4	b. Increases in my district's federal revenues
1	0.8	c. Increases in my district's state revenues
12	9.9	d. Increases in my district's local revenues
10	8.3	e. Other (Please specify): _____
21	17.4	f. Don't know
5	4.1	No response

14. In your judgment, which one of the following requirements of the NCLB Act will be the most costly for your district to implement? (Check one)

#	%	
13	9.8	a. Implementing additional grade-level tests
78	58.6	b. Implementing sanctions and additional services for low-performing schools
18	13.5	c. Complying with new requirements for teacher qualifications
6	4.5	d. Complying with new requirements for paraprofessional qualifications
18	13.5	No response

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15. For each of the following, please indicate whether your district has made this change during the past two years as a direct result of NCLB:

	Yes		No		Don't Know		Not Applicable		No Response	
	#	%	#	%	#	%	#	%	#	%
A. Hired additional administrative staff.	16	11.7	115	83.9	1	0.7	2	1.5	3	2.2
B. Hired additional instructional staff.	51	37.2	77	56.2	1	0.7	1	0.7	7	5.1
C. Reassigned (or redefined the jobs of) existing administrative staff.	76	55.5	53	38.7	2	1.5	1	0.7	5	3.6
D. Reassigned (or redefined the jobs of) existing instructional staff.	87	63.5	40	29.2	4	2.9	1	0.7	5	3.6
E. Increased average compensation levels to attract or retain "highly qualified" teachers.	37	27.0	93	67.9	5	3.6	0	0.0	2	1.5
F. Increased average compensation levels to attract or retain paraprofessionals who meet NCLB qualifications.	41	29.9	90	65.7	2	1.5	0	0.0	4	2.9
G. Discontinued some standardized assessments that are not required by NCLB.	59	43.1	66	48.2	3	2.2	3	2.2	6	4.4
H. Revised classroom curricula.	118	86.1	15	10.9	1	0.7	0	0.0	3	2.2

16. For each of the following, please indicate whether your district will likely make this change during the next two years as a direct result of NCLB:

	Yes		No		Don't Know		Not Applicable		No Response	
	#	%	#	%	#	%	#	%	#	%
A. Hire additional administrative staff.	7	5.1	120	87.6	8	5.8	1	0.7	1	0.7
B. Hire additional instructional staff.	23	16.8	91	66.4	20	14.6	1	0.7	2	1.5
C. Reassign (or redefine the jobs of) existing administrative staff.	58	42.3	57	41.6	18	13.1	1	0.7	3	2.2
D. Reassign (or redefine the jobs of) existing instructional staff.	85	62.0	26	19.0	22	16.1	1	0.7	3	2.2
E. Increase average compensation levels to attract or retain "highly qualified" teachers.	32	23.4	67	48.9	35	25.5	1	0.7	2	1.5
F. Increase average compensation levels to attract or retain paraprofessionals who meet NCLB qualifications.	26	19.0	75	54.7	32	23.4	2	1.5	2	1.5
G. Discontinue some standardized assessments not required by NCLB.	45	33.1	52	38.2	29	21.3	5	3.7	5	3.7
H. Revise classroom curricula.	118	86.8	8	5.9	7	5.1	1	0.7	2	1.5

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17. If a school in your district fails to make adequate yearly progress (AYP) for three or more consecutive years, what types of services would you plan to use to provide the required “Supplemental Educational Services” to students of low income families?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

18. In the space below, we invite you to offer comments on the No Child Left Behind Act and its impact on your school district. Feel free to (1) describe specific changes that your district has made (or plans to make) in response to NCLB, or (2) comment on things you like about NCLB or concerns you have about NCLB.

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